DOCUMENT RESUME

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IDENTIFIERS	California; Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

The end of budget period and final project report describes a California project intended to promote the adoption or adaptation of a prevocational education program for secondary level educable mentally handicapped (EMH) students. Data are presented on staff development, the nature and results of the project's dissemination and demonstration activities, cooperation from institutions of higher education, and project products (including curriculum guides, brochures and information sheets, and slides and tapes). A narrative report examines such issues as the history and need for such a program in the California school system, program scope, instructional equipment and materials, parent-community involvement, the budget, dissemination activities, and program evaluation. It is reported that a total of 16 different schools or districts have adopted the concept of prevocational education for EMH students and that an additional 15 schools or districts plan to operate an adaptation of the model program during 1973-74. (GW)

ED 097786

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ESEA, Title III

END OF BUDGET PERIOD REPORT

and

FINAL PROJECT REPORT

ESEA TITLE III

PRE-VOCATIONAL OCCUPATION EDUCATION PROJECT

MODESTO CITY SCHOOLS

Modesto, California

July 15, 1973

EC 074 236

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END OF BUDGET PERIOD REPORT

and

FINAL PROJECT REPORT

ESEA TITLE III

COMPONENT I

STATISTICAL DATA

California State Department of Education
721 Capitol Mall
Sacramento, California 95814

Bureau of
Instructional
Program Planning
and Development

ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965
(P.L. 89-10 as amended by P.L. 90-247)

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THIS SPACE FOR STATE USE ONLY →	County	District Code	Project #	Type	

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM (Check one)
A ☐ INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION
B ☐ APPLICATION FOR CONTINUATION GRANT
C ☐ Project Report

2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE ASSIGNED PROJECT NUMBER: 1303

3. MAJOR DESCRIPTION OF PROJECT: (Check one only)
A [X] INNOVATIVE C ☐ ADAPTIVE
B ☐ EXEMPLARY

4. TYPE(S) OF ACTIVITY (Check one or more)
A ☐ PLANNING OF PROGRAM
B ☐ PLANNING OF CONSTRUCTION
C ☐ CONDUCTING PILOT ACTIVITIES
D [X] OPERATION OF PROGRAM
E ☐ CONSTRUCTING
F ☐ REMODELING

5. PROJECT TITLE (5 Words or Less)
Pre-vocational Occupation Education Center for E.M.R.

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. (See instructions)

To encourage and promote the adaption/adoption of the Pre-vocational Education project throughout California.

ITEM NUMBER

7. NAME OF APPLICANT (Local Education Agency)	8. ADDRESS (Number, Street, City, State, Zip Code)	
Modesto City Schools	426 Locust Street Modesto, California 95351	
9. NAME OF COUNTY: Stanislaus	10. CONGRESSIONAL DISTRICT: 15th	
11. NAME OF PROJECT DIRECTOR: Jerrold Frye	12. ADDRESS (Number, Street, City, State, Zip Code) (Bus.): 426 Locust Street Modesto, California 95351	PHONE NUMBER (Bus.): 523-1851 AREA CODE: 209
13. Name of Authorized Agent: Bert C. Corona	14. ADDRESS (Number, Street, City, State, Zip Code) (Bus.): 426 Locust Street Modesto, California 95351	PHONE NUMBER (Bus.): 523-1851 AREA CODE: 209
15. POSITION OR TITLE: Superintendent		DATE SUBMITTED: July 15, 1973

Signature of Authorized Agent: Bert C. Corona

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SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED	17A. TOTAL NUMBER OF COUNTIES SERVED	18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED
2nd and 15th	5	$ 570.00
	B. TOTAL NUMBER OF LEA'S SERVED: 72	
	C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED: 550,000	

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A.	Initial Application or Resubmission		7-1-69	6-30-70	$
B.	Application for First Continuation Grant		7-1-70	6-30-71	$
C.	Application for Second Continuation Grant		7-1-71	6-30-72	$
D.	Total Title III Funds				$
E.	End of Budget Period Report		7-1-72	6-30-73	$

2. Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.

A. Type of function (Check applicable boxes)

1 ☐ REMODELING OF FACILITIES 2 ☐ LEASING OF FACILITIES 3 ☐ ACQUISITION OF FACILITIES

4 ☐ CONSTRUCTION OF FACILITIES 5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B. 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	C. AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY
		$

END OF BUDGET PERIOD REPORT

and

FINAL PROJECT REPORT

ESEA TITLE III

COMPONENT II

DATA FOR U.S. OFFICE OF EDUCATION

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SECTION C - PROJECT CLASSIFICATION

1. Project Subjects

1.1 ☐ - Language Arts (Development)
1.2 ☐ - Fine Arts
1.3 ☐ - Foreign Language
1.4 ☐ - Mathematics
1.5 ☐ - Science
1.6 ☐ - Social Science, Humanities
1.7 ☐ - P.E., Recreation, and Health
1.8 ☒ - Vocational Education
1.9 ☐ - Other

2. Handicapped Education

2.1 ☒ - Mentally Retarded
2.2 ☐ - Hard of Hearing
2.3 ☐ - Deaf
2.4 ☐ - Speech Impaired
2.5 ☐ - Visually Handicapped
2.6 ☐ - Seriously Emotionally Disturbed
2.7 ☐ - Crippled
2.8 ☐ - Other Health Impaired

3. Guidance, Counseling, and Testing

3.1 ☐ - Counseling with Handicapped
3.2 ☐ - Group Guidance Activities
3.3 ☐ - Group Counseling
3.4 ☐ - Career Guidance and Counseling
3.5 ☐ - Counseling with Special Problems
3.6 ☐ - Use of Paraprofessionals
3.7 ☐ - Parent Conferences
3.8 ☐ - Follow-up and Drop-out Studies
3.9 ☐ - Inservice Training
3.10 ☐ - Use of Community Resources
3.11 ☐ - Curriculum Development
3.12 ☐ - General Counseling
3.13 ☐ - Consultation with Teachers
3.14 ☐ - Program Evaluation and Development

4. Grade Levels

4.1 ☐ - Preschool (indicate ages 3 or 4) _____
4.2 ☐ - Elementary (indicate grades K-6) _____
4.3 ☒ - Secondary (indicate grades 7-12) (7-8) 108
4.4 ☐ - Junior College (indicate grades 13-14) _____
4.5 ☐ - Adult

5. Is your project an adoption or adaptation of another Title III project? ☐ Yes

☒ No

If yes, name the agency operating the project: _____

_____

COVER PAGE

for Component II

Data for U. S. Office of Education

(To be completed for all projects active for any period between July 1972 - Through June 30, 1973. Agencies having more than one project must prepare a report for each project.)

Enter information for items 1 through 7.

1. 1303
Project No.

2. Pre-vocational Occupation
Education Project
Project Title

3. Modesto City Schools
Local Educational Agency

426 Locust Street
Modesto, California 95351
Address

4. Jerrold Frye
Name of school official responsible for this report

(209) 523-1851
Phone No.

5. Jerrold Frye
Name of Project Director

(209) 523-1851
Phone No.

6. The 1972-73 school year has been .....

6.1 [x] The first year of operation.

6.2 [ ] The second year of operation.

6.3 [ ] The third year of operation.

7. Enter the following ending dates:

Ending date for first year June 30, 1973

Ending date for second year _____

Ending date for third and final year _____

PART I - STAFF DEVELOPMENT

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The report should describe project staff development activities that took place during the period July 1, 1972, through June 30, 1973. If no project staff development activities occurred, write NONE in the first column. Staff development activities are those inservice efforts designed to improve competencies of the staff working full or part-time on the project. Enter the figures in columns two and three.

STAFF DEVELOPMENT ACTIVITIES OF ONE OR MORE DAYS DURATION 1972-73					
(1)	(2)	(3) No. of workshops, conferences and seminars held by type of training			
Definition of Staff: (Staff includes all personnel assigned to work on the project full or part time, whether paid by the district or the project.)	Total No. of participants (Unduplicated) in all activities.	Dissemination to spread information about project	Evaluation to appraise progress	Combination of dissemination & evaluation	Other, such as in-service education. Specify (Use back of this page.)
→	10	6	3	2	

PART II - EXTENT OF ADOPTION/ADAPTION

1972-1973

The purpose of this section is to find out how many projects are being continued to some extent by the grantee or by other school districts after federal funds have expired.

The report should be limited to projects for which federal funds expired during the period July 1, 1972 through June 30, 1973. If the grantee district expects to continue the project to some extent during the next fiscal year, this should be reported by marking the box. The estimated extent of adoption or adaption by the grantee district should be shown by circling the appropriate percentage figure in the scale.

1. The project is being continued by the grantee in some form after federal funds expired. [X] Yes [ ] No

2. If the answer is YES, draw a circle around the one figure which best represents your estimate of the degree of adoption/adaption of the project in your school district.

20% 30% 40% 50% 60% 70% 80% 90% (100%)

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3. Is the project being adopted or adapted by other school districts?

[X] Yes [ ] No

4. If the answer is YES, list the school districts by name and address:

*Adopters **Adapters

**4.1 Alum Rock Union Elementary
2930 Gay Avenue
San Jose 95127

**4.2 Arcata Union High School
905 Sixth Street
Arcata 95521

**4.3 Ceres Unified
P.O. Box 307
Ceres 95307

**4.4 Cerritos College
12929 Laurel Avenue
Downey 90242

*4.5 Chico Unified
1163 East Seventh Street
Chico 95926

**4.6 Coalinga Joint Unified
657 Sunset Street
Coalinga 93210

*4.7 Columbia University
New York, New York 10027

*4.8 Costa Mesa Unified
Costa Mesa 90137

**4.9 Fresno State College
Fresno 93726

*4.10 Fresno Unified
2348 Mariposa Street
Fresno 93721

*4.11 Glenn County Schools
525 W. Sycamore Street
Willows 95988

**4.12 Hacienda-LaPuente Unified
455 North Glendora Avenue
LaPuente 91745

**4.13 Hessen District (U.S. Dependent Schools)

*4.14 Laguna Salada Union Elementary
P.O. Box 1005
Pacifica 94044

*4.15 Manteca Unified
P.O. Box 32
Manteca 95336

**4.16 Modesto High School
426 Locust
Modesto 95351

*4.17 Mojave Unified
3500 Douglas Avenue
Mojave 93501

**4.18 Morongo Unified
P.O. Box 1209
Twentynine Palms 92277

**4.19 Pomona Unified
800 South Garey Avenue
Pomona 91767

*4.20 Potsdam High School District
Potsdam
New York

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3. Is the project being adopted or adapted by other school districts?

[X] Yes [ ] No

4. If the answer is YES, list the school districts by name and address:

*Adopters **Adapters

**4.21 Sacramento City Unified
P.O. Box 2271
Sacramento 95810

* 4.22 San Jose Unified
1605 Park Avenue
San Jose 95114

** 4.23 San Leandro Unified
451 West Joaquin Avenue
San Leandro 94577

** 4.24 Santa Ana Unified
1405 French Street
Santa Ana 92701

* 4.25 Simi Valley Unified
875 East Cochran Avenue
Simi Valley 93065

* 4.26 Soulsbyville Elementary
P.O. Box 158
Soulsbyville 95372

* 4.27 Stanislaus Union Elementary
1931 Kiernan Avenue
Modesto 95350

** 4.28 Turlock Joint Union High School
P.O. Box 1105
Turlock 95380

* 4.29 Western Placer Unified
1070 Sixth Street
Lincoln 95648

PART II (Continued)

Title III Areas of Influence*

As Project Director and/or after consultation with district or county personnel involved:

1. Name Leonard Clark Title Director, Special Education, Modesto City Schools
2. Name Hal Clark Title Coordinator, Special Education, Stanislaus County Schools
3. Name _____ Title _____

Please rank the impact of this ESEA, Title III project on your local educational agency (LEA). Leave blank any items that do not apply and add other categories as desired. Rank items 1 to 7 (or more if you have made additions to the list). Give examples only on items ranked 1 and 2. Number 1 indicates that throughout the LEA the impact was greatest in developing skill areas or additudinal changes in:

Rank**		Examples
3	Special project development Needs assessment, goal setting, planning (writing), implementation, etc.	Use this space to give examples of items ranked 1 and 2. 1. Curriculum Model developed
2	Staff training Resulting in aided skills or attitudinal change	
	Parental involvement in the schools Bringing parents into more direct contact with school activities	
4	Community involvement Instances of community participation other than parents	2. Development of Performance Objectives for special education
5	Evaluation competencies and use of evaluation information	
1	Products developed Have the products developed by the project, i.e., Materials: curriculum guides, AV materials, etc. Methods: individualized instructions, use of aides, etc.: been put to use beyond project requirement? List under examples.	
6	Management and accounting procedures Have the project activities resulted in increased accountability in other learning situations? List under examples.	
	Other - Please explain	

* As a result of participation in ESEA, Title III endeavors

** Information derived will indicate areas of greatest impact - Number 1 most impact Number 7 (or more) least impact.

PART III - EXTENT OF PARTICIPATION

1972-1973

The purpose of this part of the report is to find out the actual direct or indirect participation of public and private school pupils and adults in the project during the 1972-73 operational period.

Any participation should be reported only once. The count should be based on actual participation during the 1972-73 school year. The numbers are almost certain to be different from those anticipated in the project application.

The United States Office of Education definitions should be applied:

Direct Participation - Enter the number of different persons participating in activities involving face-to-face interaction of pupils and teachers designed to produce learning, in a classroom, a center or mobile unit; or receiving other special services.

Indirect Participation - Enter the number of different persons visiting or viewing exhibits, demonstrations, museum displays; using materials or equipment developed or purchased by the project; attending performances of plays, symphonies, etc.; viewing television instruction in a school, a center, or home; or participating in other similar activities. Carefully prepared estimates are acceptable.

Elementary - For reporting purposes only, consider elementary as being Prekindergarten through Grade 6.

Secondary - For reporting purposes only, consider secondary as being Grades 7 through 12.

Please supply the information requested for the project.

Table A

Number of Public and Nonpublic School Teachers, and Counselors Participating

Schools (a)	Staff whose students were direct participants				Staff whose students were indirect participants			
	Teachers		Counselors		Teachers		Counselors	
	Elementary (b)	Secondary (c)	Elementary (d)	Secondary (e)	Elementary (f)	Secondary (g)	Elementary (h)	Secondary (i)
Public	18	10	2	5	23	32		11
Nonpublic								

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The totals in the following 4 tables must agree one with the other. Also, do not use duplicated figures in the first 4 tables. The target population must be represented by the figures when direct participants are reported. See definitions for direct and indirect in Part III.

Table I

a. Program Select the program of your project. Use "other" category if none apply.	b. Check (✓) program area(s) covered	c. No. of public school students directly participating	d. Amount granted this past year
Reading			
Environment/Ecology			
Equal Educational Opportunity			
Model Cities (Urban, Inner-City)			
Gifted			
Handicapped			
Guidance and Counseling	1600	108	41,778
Drug Education			
Early Childhood Education (Kindergarten and below)			
Other Programs			
	Total	108	

Table II

Provide unduplicated counts of students by grade levels. See instructions below:

	a. School Enrollment	b. Direct Project Participants		c. Indirect Project Participants		d.	e.
	Public	Nonpublic Public	Nonpublic	Public	Nonpublic		
Pre K							
K							
1							
2							
3							
4							
5							
6							
7	1225	48	0				
8	1458	60	0		0	175	
9					0	178	
10							
11							
12							
Ungraded							
TALS	2683	108	0	0	0	353	0

Column a. Include the total enrollment in the local educational agency.

Column b. Include only the target population.

Column b. & c. See definitions of direct and indirect for both columns.

Column d. Include an estimate of the number of target population students who have been in the project since its inception. A cumulative total of all years is requested. Provide an unduplicated count; therefore, do not count any student more than once.

Column e. Include an estimate of the number of students within the local educational agency who have not been directly serviced by the project, but would benefit from direct participation because they fit the description of the target population.

Table III

Rural/Urban Distribution of Public School, Direct Participants Served by Project - Enter Number of Each Category. See definitions at bottom of page.

Rural		Metropolitan			Total of all Categories
Farm	Non Farm	Low Socio-Economic	Other	Other Urban	
4	10	42		52	108

Table IV

Distribution of Public School, Direct Participants by Project - Enter Number of Each Group.

Negro	American Indian	Spanish Surname	Oriental	White	Other Nonwhite	Total of all groups
12		20		74	2	108

Recap of Totals for Tables I, II, III and IV.

Total of Column c., Table I	108
Total of Column b. (Public School), Table II	108
Total of All Categories, Table III	108
Total of All Groups, Table IV	108

The totals on each line above should agree one with the other.

Definitions:

Rural means an outlying area of less than 2,500 inhabitants.
Low socio-economic means an area of low socio-economic level within a city of 50,000 inhabitants or more.
Other means areas in cities of 50,000 or more inhabitants which are other than low socio-economic areas.
Other Urban means areas (including suburbs) with less than 50,000 but more than 2,500 inhabitants.

Table V

Provide Number of Schools in the Project.

	Public	Nonpublic
Elementary		
Secondary	3	

Table VI

Number of Students Served Directly by Unique Target Populations (Figures may be duplicated)

Students (a)	Indians (b)	Migrants (c)	Disadvantaged (d)	Handicapped (e)	Childhood Education (Kgtn.& Below) (f)	Other Target Populations (See note below) (g)
Number of Students		18	42	108		11

Note for Column (g) check populations included in the number entered above.

3 Children from non-English speaking environment.

8 Neglected and delinquent children.

_____ Gifted _____ N.H. 108 EMR _____ Dropouts

_____ Other (specify)_____

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PART IV - STAFF PARTICIPATION/HIGHER EDUCATION COOPERATION

Table VII

Complete the table below as directed. Compute full time equivalent (F.T.E.) according to the instructions under the table.

Paid staff are district personnel who receive remuneration from Title III funds.
Unpaid staff are district personnel who do not receive renumeration from Title III funds but give service to the project.
Ungraded classes are included in Other category.

Type of Paid and Unpaid Personnel By Function	Number of Paid Staff Assigned to Project (F.T.E.)	Number of Unpaid Staff Assigned to Project (F.T.E.)
Administrators and/or supervisors	1	
Teachers		
Prekindergarten		
Kindergarten		
Other elementary 1-6		
Secondary 7-12	1	
Other		
Subject matter specialists		
Technicians		
Pupil personnel workers		
Health services personnel		
Researchers and evaluators		
Planners and developers		
Disseminators		
Other professionals		
Paraprofessional education aides, etc.	2	
Other nonprofessional		

To compute full-time equivalent (F.T.E.), add the total number of hours worked per week by the personnel and divide by the number of hours in your regular full-time work week. For example: If each of four staff members works 20 hours per week, each of two staff members works ten hours per week, and each of ten staff members works full time (assume 40 hours for this example), the total hours worked would be 80 plus 20 plus 400, or 500 hours. This total of 500 hours divided by 40 yields an F.T.E. figure of 12.5.

Table VIII

Complete as directed.

Number of consultants paid by Title III funds 0
Number of consultant days paid for by Title III funds 0

Table IX

Complete as directed for the 1972-73 term.

Number of public school professional staff who attended Title III Inservice:

		Estimate Carefully Title III Funds Spent on Training
Orientation sessions up to one week's duration	40	$ 3915
Inservice workshops in regular term of one session to four-weeks' duration	6	$ 600
Inservice workshops in regular term over four-weeks' duration		$
Inservice workshops in summer 1972 one session to four-weeks' duration		$
Inservice workshops in summer 1972 over four-weeks' duration		$
College credit courses - regular term	3	$ 60
College credit courses - summer term		$

Number of aides (nonprofessional staff) who attended Title III Inservice:

Inservice workshops in regular term of one session to four-weeks' duration		$
Inservice workshops in regular term over four-weeks' duration		$
Inservice workshops in summer 1972 one session to four-weeks' duration		$
Inservice workshops in summer 1972 over four-weeks' duration		$
College credit courses - regular term		$
College credit courses - summer term		$

Table X

Complete as directed.

Number of nonpublic school professional staff involved in Title III inservice in the 1972-73 term 0.

Table XI

Enter number of teachers, aides, and students involved in a Title III, 1972, summer school designed to provide instruction to students.

Grades	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12
Teachers														
Aides														
Students														

You and/or members of your Project staff may have worked with higher education personnel during the 1972-73 project year (last year). We are interested in the type (formal and informal), and the extent (cost and hours) of any cooperation. Formal participation refers to services performed with remuneration. Informal participation refers to help without remuneration. Please estimate the cost and number of man-days associated with each of the following:

(a) Identifying and/or developing desirable content or educational procedures to be used (program development).
(1) $ 202 cost; (2) number of man-days: _____ formal and 9 informal

(b) Search for evaluation help, i.e., for instruments or procedures to be used for evaluation.
(1) $_____ cost; (2) number of man-days: _____ formal and ____ informal

(c) Planning and/or implementing staff development programs (inservice training for project staff).
(1) $ 436 cost; (2) number of man-days: 2 formal and ____ informal

(d) Please indicate any other participation.

Curriculum Development

(1) $ 503 cost; (2) number of man-days: 2 formal and 10 informal

PART V - ABSTRACT

GRANTEE

PROJECT ABSTRACTS (ESEA, Title III)	STATE	TOTAL PROJECT PERIOD	FROM (Month and year)	TO (Month and year)	PROJECT NO.
	California		7-1-72	6-30-73	1303

NOTE: If project involves handicapped children and/or personnel working with handicapped children who are paid from Title III funds, complete the information on the back of this form.

TITLE OF PROJECT

Pre-vocation Occupation Fducation Program for E.M.R.

GRANTEE

PROJECTED FUNDING LEVEL FOR PROJECT PERIOD	19— $	19— $	19— $	19— $	19— $	19— $

TARGET POPULATION

7-8 Grade E.M.R. students

PARAGRAPH DESCRIPTION

The program provided awareness activities relating to the organization and operation of a pre-vocational training program for E.M.R. students for potential adopting/adapting schools and districts throughout California. This included arranging visits to the on-going training site in Modesto along with technical assistance for school staffs.

MAJOR OBJECTIVES

To encourage and promote the adoption/adaption of the Pre-vocational Fducation Project in a minimum of eight other school settings (districts or schools) in the State of California.

ACTIVITIES TO ACHIEVE OBJECTIVES

Conduct statewide dissemination activities at the awareness level. Operate a Demonstration Model Center for at least fifteen visitations of one to eight people each. Select potential adopting/adapting school districts for staff training who meet at least two of the selected criteria. Conduct Staff Training Seminars for at least six potential adapting schools or districts. Provide technical assistance for program implementation to at least four potential adopting/adapting schools or school district.

EVALUATION STRATEGY

Travel logs and survey reports were kept detailing the dissemination and diffusion activities during the 1972-73 school year.

EVALUATION FINDINGS

A total of 44 awareness level presentations were conducted. Fifteen schools or districts have adapted the program to some degree. An additional 13 schools or districts have indicated an agreement with the program concepts. Staff training was provided at 7 different sites with a total of 62 staff members involved. Technical assistance was conducted with eight school staffs.

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HANDICAPPED PROJECT PARTICIPATION ONLY - [illegible]

1. HANDICAPPED CHILDREN SERVED, PERSONNEL PAID, AND IN-SERVICE TRAINING RECEIVED WITH ESEA TITLE III FUNDS

TYPE OF HANDICAPPED CHILDREN SERVED *	NUMBER OF CHILDREN SERVED					FULL-TIME EQUIVALENCE OF PROJECT PERSONNEL PAID WITH TITLE III FUNDS				PERSONNEL RECEIVING IN-SERVICE TRAINING WITH TITLE III FUNDS			
	3-5 YEARS	6-12 YEARS	13-19 YEARS	19 & OVER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)
(1) TMR													
(2) EMR			108		108	2	2		4	62			62
(3) HH													
(4) DEAF													
(5) SI													
(6) VI													
(7) ED													
(8) CR													
(9) LD													
(10) OHI													
(11) TOTAL			108		108	2	2		4	62			62

2. NUMBER OF HANDICAPPED CHILDREN SERVED WHO ATTEND NON-PUBLIC SCHOOLS

3. DISTRIBUTION BY ETHNIC GROUPS

POPULATION	NEGRO	INDIAN	ORIENTAL	SPANISH SURNAME	WHITE (Other than Spanish surname)	OTHER	TOTAL
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
Student Participants	12			20	74	2	108

4. CHILDREN RECEIVING SERVICES - DISTRIBUTION BY DEMOGRAPHIC AREA

CATEGORY	NUMBER
(1) Urban Areas (over 50,000)	
(2) Rural Areas (under 2,500)	108
(3) Other Demographic Areas (from 2,500-50,000)	
(4) TOTAL (Sum of lines (1), (2), and (3))	108

INSTRUCTIONS

1. **CHILDREN SERVED** – Enter in the appropriate columns b, c, d, and e an unduplicated count of children served by type of primary handicap *(in public and non-public schools)* and by age group who received direct instructional or related services with Title III funds. This count should include all handicapped children *(1)* who received direct services from personnel paid with Title III funds, and/or *(2)* who received substantial benefit as a result of the purchase or projects equipment or the provision of significant in-service training of personnel with Title III funds. Do not include handicapped children who received only incidental services such as preliminary vision screening or audiological testing, etc. Column f should equal columns b, c, d, and e.

   PROJECT PERSONNEL – Enter in the appropriate columns g, h, and i corresponding with the primary type of handicapped children served a figure representing an unduplicated count of the full time personnel plus the full-time equivalency of part time personnel paid from Title III funds. Full-time personnel are those personnel who were assigned to Title III project activities 40 hours or more per week *(or the number of hours in a regular work week, as determined by the State or local education agency)*. They may be school year, summer program, or 12-month personnel. Column j should equal columns g, h, and i.

   IN-SERVICE TRAINING – Enter in the appropriate columns k, l, and m corresponding with primary type of handicapped children served an unduplicated count of all personnel who receive in-service training with Title III funds. Column n should equal columns k, l, and m.

2. **NON-PUBLIC SCHOOLS** – Of the total number of handicapped children served with Title III funds *(1)(11), (f)*, indicate the number who attended non-public schools.

3. **DISTRIBUTION BY ETHNIC GROUPS** – Enter in the appropriate columns b, c, d, e, f, and g an unduplicated count of [illegible] handicapped children served with Title III funds by ethnic group membership. Column h should equal columns b, c, d, e, f, and g.

4. **DISTRIBUTION BY DEMOGRAPHIC AREAS** – Self-explanatory.

* TMR – Trainable Mentally Handicapped; EMR – Educable Mentally Retarded; HH – Hard of Hearing; SI – Speech Impaired; VI – Visually Handicapped; ED – Emotionally Disturbed; CR – Crippled; LD – Learning Disabled; OHI – Other Health Impaired.

PART VI - PRODUCTS OF PROJECT

	I Product(s) Developed	II Date mailed to Title III	III Annotations
X	Curriculum guides	6-30-72	State Department has copies. This is also on microfiche in California Department of Program Planning and Innovation.
	Teacher guides		
	Handbooks of materials, techniques, and procedures		
	Monograph		
	Bibliography		
	Questionnaires - locally developed		
	Evaluation tests		
	Audio tape cassettes		
X	Brochures, newsletters and information sheets	9-30-72	Copies attached in Appendix.
	16 mm Films		
	8 mm Films		
	Filmstrips		
	Instructional workbooks, materials,		
	Tests - locally developed		
	Kits		
	Models		
	Microcards		
	Microfilm		
	Maps		
	Pictures		
	Posters		
	Records		
	Set		
X	Slides/tape	1-31-73	Copy in State Department of Education, Department of Program Planning and Innovation.
	Viewmasters		
	Video Tape		
	(Other)_____		
	_____		
	_____		
	_____		
	_____		

END OF BUDGET PERIOD REPORT

TITLE III, ESEA

COMPONENT III

Program Narrative Report

CONTEXT

The Locale

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1. What is the locale of the program?
2. What is the density of the population?
3. What are the population trends?
4. What are the major occupations of people in the locale?
5. What is the unemployment rate or trend?
6. What proportion of families in the locale are receiving welfare assistance?

The dissemination activities were conducted throughout the State of California. The original locale of the experimental program was Modesto, California, in the Northern San Joaquin Valley. The local school district has 12,000 elementary school students and 8,000 secondary school students. It is basically an agri-business community of 75,000 people.

The major portion of the dissemination time was spent in Southern California in the Los Angeles basin area. The next most active area was the environs of the original experimental program, centering around Modesto. The San Francisco bay area requested and received considerable exposure to the program also-

PROJECT 1303

PART IV FINANCIAL

Form 377-104

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bureau of Instructional Program Planning and Development
Title III, E.S.E.A.
Sacramento, California 95814

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

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Name and Address of Agency
MODESTO CITY SCHOOLS - 426 Locust St. Modesto, California 95351

Project Number
1303

PART I - EXPENDITURES (other than construction)

___Proposed Budget Summary*
___Estimated Expenditure Report
X Final Expenditure Report

Budget Period, (Month, Day & Year)
Beg.: July 1, 1972 End: June 30, 1973

Expenditure Accounts		EXPENSE CATEGORIES							
		Salaries							
FUNCTIONAL CLASSIFICATIONS	Account No.	Professional	Nonprofessional	Contracted Services	Materials & Supplies	Travel	Equipment	Other Expenses	TOTAL EXPENDITURES
1	2	3	4	5	6	7	8	9	10
1. Administration	100								
2. Instruction	200	30,299	3,468	200	627	4,033			38,627
3. Health Service	400								
4. Pupil Transportation Service	500								
5. Operation of Plant	600								
6. Maintenance of Plant	700							726	726
7. Fixed Charges	800	855	1,361					78	78
8. Food Services	900								2,216
9. Community Services	1100								
10. Remodeling (if costs total more than $2,000 enter in Part II)	1220c								
11. Capital Outlay (Equipment only)	1269								
12. TOTALS →		31,154	4,829	200	627	4,033	131	804	41,778

Authorized Agent X Robert C. Cross
(Signature)

Revised Date _____

Form III-104

PART II - CONSTRUCTION EXPENDITURES

(Check One)

___ Proposed Budget Summary

___ Estimated Expenditure Report

X Final Expenditure Report

Budget Period (Month, Day & Year)
Beginning: 7/1/72
Ending: 6/30/73

	EXPENDITURE ACCOUNTS	Acc't Number	Amount	Negotiated Budget
	1	2	3	4
1	SITES			
A	Professional Services	1210a		
B	Improvement to Sites	1210c		
2	BUILDINGS			
A	Professional Services	1220a		
B	New Buildings and Building Additions	1220b		
C	Remodeling (if $2,000 or less, enter in Part I)	1220c		
3	ADMINISTRATIVE EXPENSES (Specify Below)	1220		
A				
B				
4	LEASING OF FACILITIES			
5	TOTAL		$	$

PART III - SUMMARY - AUTHORIZATIONS, EXPENDITURES AND BALANCES

Budget Period (Month, Day and Year)
Beginning: 7/1/72 Ending: 6/30/73

___ Estimated Expenditure Report

X Final Expenditure Report

___ Project Continuing

X Project Terminated

	1	2	3
	AUTHORIZATIONS, EXPENDITURE AND BALANCES		
1.	Amount of Grant Award for Budget Period →	41,778	
2.	Unexpended Balance from Grant of Prior Budget Period →	-0-	
3.	Total Amount Authorized for Expenditure for the Budget Period (Sum of Items 1 & 2) →		41,778
4.	Expenditures during Budget Period →		41,470
5.	Unexpended Balance of Funds Authorized for Expenditure for the Budget Period →		308
	PART IV - CUMULATIVE TOTALS		
1.	Cumulative Total of Grants Awarded Since Project Inception →		41,778
2.	Cumulative Total of Cash Received Since Project Inception →		-0-

CERTIFICATION: I CERTIFY that the expenditures reported above have been made, and that all obligations have been liquidated; that this project has been conducted in accordance with applicable laws and regulations; that the approved application for this project plus any approved amendments are on file; and that full records of receipts and expenditures have been maintained and are available for audit.

X _____ _____

Signature of Authorized Agent Date

CALIFORNIA STATE DEPARTMENT OF EDUCATION
BUREAU OF INSTRUCTIONAL PROGRAM PLANNING AND DEVELOPMENT
TITLE III, ESEA

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INVENTORY OF EQUIPMENT ACQUIRED WITH TITLE III, ESEA, FUNDS

LEA MODESTO CITY SCHOOLS Date July 15, 1973

Project Title Pre-Vocational Center Project Number 1303

Instructions: Itemize equipment purchased (or lease-purchased) with Title III, ESEA funds since inception of the project. List only those items costing $300.00 or more. Enter appropriate data in each column. The Authorized Agent must sign the certification at the bottom of the last page of the inventory.

	Equipment Item	LEA Serial or I.D. Number	Unit Cost of Item	Current Location (School/Office)	Current Use of Item
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

I hereby certify that the above-listed equipment has been purchased and is being used for the purposes of the project as approved by the State Department of Education. This represents a true and accurate statement to the best of my knowledge.

Authorized Agent X [signature]
(Signature)

PROJECT PHASES AND PER PUPIL COSTS

At the end of the first and second years, report for the last budget period. Final project reports at the end of the third or final year should have, in the box, the cumulative figures for all years of operation. Carefully prepared estimates are acceptable. Final reports should also have the information on the numbered lines for the past year of operation.

Final Cumulative Totals:

1. 100 Number of pupils directly served by the project.

2. $ 41,470 Developmental Costs.

3. $ 415 Developmental Costs Per Pupil.

4. $ 500 Implementation Costs.

5. $ 100 Implementation Costs per pupil.

6. $ 16,800 Operational Costs.

7. $ 168 Operational Costs per pupil.

Definitions:

Developmental costs are those which have to be borne by this project, but not by any district adopting the program.

Implementation costs are one-time costs that any district would have to undergo to adopt the program, but only once. (An example might be Capital Outlay.)

Operational costs are those that are necessary to operate the project after implementation.

XXXXX XXX XXXXXXXXX XXXXX XXXXXXXX XXXXXXXX-

Form FO 379
(Revised 12-70)

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bureau of Instructional Program Planning and Development
Title III, ESEA
Sacramento, California 95814

CLAIM FOR REIMBURSEMENT

Project Number	Budget Period (Mo., Day, Year)	Date of Notification of Grant Award	
1303	Beginning: 7/1/72 Ending: 6/30/73	June 30, 1972	___ Project Continuing _X_ Project Terminated

NOTE: A separate claim must be made for funds awarded from different fiscal years. Therefore, a separate claim must be made for each grant award. (See instructions on the back of this sheet.)

Expenditures (grant award amount except for final budget period)	$ 41,778
Cash advance received	-0-
Reimbursement now claimed	$ 41,778
- OR -	
Excess cash received (See instructions for handling excess)	$

CERTIFICATION

I CERTIFY that the expenditures reported above have been made, and that all obligations have been liquidated; that this project has been conducted in accordance with applicable laws and regulations; that the approved application for this project plus any approved amendments are available for audit.

X [signature] — Signature of Authorized Agent

MODESTO CITY SCHOOLS — Legal name of district or organization

Superintendent of Schools — Title

426 Locust Street — Street Address

7/16/73 — Date Signed

Modesto, California 95351 — City State ZIP Code

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Grantee has met Bureau reporting requirements for the EOB Period Report or Final Project Report. Claim for reimbursement is therefore transmitted to the Fiscal Office for reconciliation.

By _____
Bureau of Program Planning & Development

1. When to be Submitted

The Claim for Reimbursement should be submitted within 90 days after all funds of the Grant Award are expended. Therefore claims could be submitted at the times indicated below:

a. The Claim should be submitted within 90 days after the end of the budget period if all the funds authorized for a budget period were expended during that budget period; or,
b. The Claim should be submitted within 90 days after all funds authorized by a grant are expended if an unexpended balance was carried over for expenditure during the succeeding budget period.
(As an example, a Grant Award dated June 30, 1969 for $50,000 for the budget period July 1, 1969 through June 30, 1970 was issued. As of June 30, 1970 there existed a $5,000 unexpended balance which was carried over to the next budget period with instruction to use the unexpended balance before expending new funds. The $5,000 was all expended as of September 15, 1970. Therefore, the Claim would be due within 90 days after September 15, 1970); or,
c. The final Claim should be submitted within 90 days after the end of the project period (the termination of the project).

2. To Whom

The Claim for Reimbursement should be submitted to the Bureau of Program Planning and Development, Title III, ESEA, California State Department of Education. Submit four copies.

3. Amount of a Claim

The Claim will be for the full amount of the Grant Award against which the claim is made, unless the claim is made against the last Grant Award for a project and there is an unexpended balance after the project has terminated.

4. Completing the Claim for Reimbursement

a. Give the identifying information requested on the form. The Date of Notification of Grant Award is particularly important since it identifies the specific Grant Award against which the claim is being made.
b. Expenditures. Enter the total of all expenditures claimed against the Grant Award. The expenditures may have occurred during two budget periods if an unexpended balance was carried over to the next budget period. Except for the last claim of a project period, the expenditures should equal the amount of the Grant Award. For the final claim of the project period, expenditures may or may not equal the amount of the Grant Award.
c. Cash Advance Received. Enter the total of all cash received from the Grant Award against which the claim is being made. The amount of cash received may be greater than expenditures but will never exceed the amount of the Grant. Grantees will have to keep accurate records to show amounts of cash received from each Grant awarded during the project period.
d. Reimbursement Now Claimed. If expenditures were greater than the amount of cash received, enter the amount now claimed.
e. Excess Cash Received. If cash advanced exceeds expenditures, enter the amount. This can only occur during the last budget period of a project period. If excess cash was received, it should be returned with the final claim for reimbursement. Make the check payable to the State Department of Education, and enter your project number, Title III, ESEA on the face of the check.

The School System

1. What grade levels do the schools serve?
2. How many pupils are there in the school system? How many schools?
3. Are there any significant trends in the school system in enrollment, withdrawal, or transfer?
4. What is the per pupil cost of education in the school system?
5. What is the recent financial history of the school system?

The original program treated 7th-8th grade E.M.R. students as the target population. The basic appeal was then to schools and districts with these type of students. The program has been adapted, however, for the following program:

Junior High School EMR/EH	1 school
Junior High School EMR	3 school districts
Junior High School EH	1 school
High School EMR	4 school districts (6 schools)*
Junior College	1 program
Colleges	3 programs

* Including local expansion in the Modesto High School District

Needs Assessment

1. What was the starting point for needs assessment?
2. How were the specific needs of the pupils identified?
3. What were these specific needs? Which were selected for the program?

The needs of the target population in the Modesto City/High school area primarily concerned occupational education and vocational training. E.M.R. high school students were determined to have insufficient entry level skills for a vocational education program upon leaving the junior high school level. They evidenced poor attendance, poor staying qualities when integrated into regular vocational education programs, and a higher than average incidence of referrals to high school diciplinarians throughout the school year.

It was determined by staff and community input that a pre-vocational curriculum in the junior high school would provide sufficient high school entry level skills to create students who were better high school attenders.

The California State Department of Education has also determined that there is a need to provide innovative model curriculum programs in the area of Special Education. Specific needs exist throughout the State among local school districts to provide curriculum changes for junior high school E.M.R. students more relevant to eventual post-high school employment placement. These identified needs within California and United States school districts have been summed up in a publication authored by the late Wayne Campbell (1966) and reiterated throughout the professional literature.

Historical Background

1. Did the program exist prior to the time period covered in the present report?
2. Is the program a modification of a previously existing program?
3. How did the program originate?
4. If special problems were encountered in gaining acceptance of the program by parents and the community, how were these solved so that the program could be introduced?
5. Provide a brief history of planning. Indicate which planning efforts were successful or were not successful. Describe how non-profit private schools and other agencies were involved in the planning.

Prior to the 1969-70 school year, a makeshift program of vocational exploration existed at the junior high school level for a number of years. The serious lack of available funds prevented any curriculum development or staff training to fully develop a viable program. The student needs had been generally known and agreed upon prior to the advent of Title III funds. Specific needs had not been identified, however. Federal support funds generated serious investigation into innovative solutions to the problem.

Parents and staff were immediately accepting of the proposed program innovation. Community consultants and resource people were used to develop the initial program concept. Vocational resource people were then utilized in developing specific course content in pre-vocational experience areas. Professional staff then developed course outlines which were used as guides in finalizing building plans, securing equipment, supplies, and in the preparation of instructional objectives. There was no involvement of non-profit schools beyond an awareness level contact. Representatives of the State Department of Employment, NAACP, Home Builders Association, Retail Clerks Union, Cannery Workers Union, Canners Association, Auto Mechanics Association, Service Station employees, Culinary and Restaurant Workers Union, licensed Vocational Nurses, Nurseryman's Association, and local Janitorial Services employers, Beautician schools and business colleges were used in the planning.

PROGRAM

Scope of the Program

1. What numbers and kinds of participants were served by the program?
2. What were the specified objectives of the program?

Dissemination activities were conducted within the State of California covering four component functions. These were:

Awareness materials and presentations
A Demonstration program operation
Staff training activities
Technical Assistance

Additionally, Awareness materials were distributed to Potsdam, New York: Buffalo, New York; Uniondale, New York; New York City; Mannheim, West Germany (Army Dependent Schools); Burlington, Vermont; Braintree, Massachusetts; Tuscon, Arizona; Port Hueneme, Wisconsin; and, Honolulu, Hawaii. A total of 45 awareness presentations and/or awareness seminars were conducted during the year--attended by 336 participants. Three hundred five requests were made for printed awareness materials including 165 requests to purchase the field-tested, Curriculum Model. The on-campus demonstration program hosted 56 visitors in 19 separate visits. Staff training activities were conducted on seven occasions with 59 staff participants.

Technical assistance was provided for adapting schools or districts on five occasions and included 20 staff personnel. Five of the adapting programs are high school level programs, eight are junior high school level, one is a junior college level program, and one is a California State college program.

The specific objectives of the program were:

To encourage and promote the adoption/adaption of the Pre-vocational Education Project in a minimum of eight other school settings (districts or schools) in the State of California.

Conduct statewide dissemination activities at the awareness level.

Operate a Demonstration Model Center for at least 15 visitations of one to eight people each.

Select potential adopting/adapting school districts for staff training who meet at least two of the selected criteria.

Conduct Staff Training Seminars for at least six potential adapting schools or districts.

Provide technical assistance for program implementation to at least four potential adopting/adapting schools or school districts.

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Personnel

1. What kinds and numbers of personnel were added by the program?
2. What were their most important duties and activities?
3. How much time did each type of personnel devote to these responsibilities?
4. What special qualifications suited personnel to the requirements of their jobs?
5. What special problems were dealt with in recruiting or maintaining staff?

The personnel employed to conduct the dissemination activities were a full-time Project Coordinator and a full-time Demonstraction Center Resource Teacher. The job descriptions are attached.

The Project Coordinator had been employed as the Resource Teacher for three years prior to the dissemination project year. The Resource Teacher had been a staff teacher in the project prior to his appointment as Resource Teacher.

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Job Description	Coordinator: Title III Dissemination Project
Qualifications	Special Education Credential authorizing teaching of mentally retarded students, minimum three years experience teaching the mentally retarded, experience in developing and coordinating Title III projects, Masters Degree.
Work Year	202 Responsibility Days
Salary	Administrative Salary Schedule, Range 5

Functions and Duties

Major Goal:

To provide information to schools and school districts in California regarding an exemplary approach to the education of Junior High School Educable Mentally Retarded students.

Terminal Job Performance Objective:

To encourage and promote the adoption and adaption of the Pre-Vocational Occupational Education Project in a minimum of six other schools or school districts in the State of California.

Interim Objectives:

1.0 Dissemination of Information

The coordinator will disseminate information concerning the project at an initial awareness level through the use of a tape/slide production. Not less than 20 presentations will be made between October and May.

1.1 Additional Presentations

Second and third presentations will be made at the request of the interested schools or districts and to the extent that Travel funds remain available.

2.0 Operation of Model Demonstration Center

The coordinator shall be responsible for the overall management of the Project Center which includes the preparation of the annual project budget

report, State and U.S.O.T. reports, staff and student schedules, the procurement of supplies and repair of equipment, evaluation of aides and schedule of outside visitations to the Center.

3.0 Selection of Potential Adopting/Adapting Districts

The coordinator will select a minimum of ten districts in which to function as a resource for the adoption/adaption of the Title III program.

3.1 Additional schools or districts shall be selected on the basis of rank order to the extent that coordinator time is available.

4.0 Conducting of Staff Training Seminars

The coordinator shall conduct staff training seminars using appropriately developed materials with not less than ten other schools or districts.

4.1 The coordinator shall assist in the selection of local staff for aid in the training seminars involving outside district personnel.

4.2 The coordinator shall develop the appropriate staff training materials necessary to the conduct of the seminars.

5.0 Providing Technical Assistance to Adopting/Adapting Schools or Districts

The coordinator will provide technical assistance at the site of not less than six adopting/adapting schools or districts. This assistance may be in the form of on-site evaluation service and can require a district staff member.

5.1 The coordinator shall assist in the selection of local staff to aid in the technical assistance service.

6.0 Evaluation of Dissemination

The coordinator shall collect, collate, and prepare an evaluation report for the State Department of Education. This report shall be concerned with the effectiveness of the dissemination process as relates to adoption/adaption by other schools or districts.

Responsibility to:

Director of Special Education, Grades K-12

Job Description — Resource Teacher: Prevocational/Occupational Education Program

Qualifications — Special teaching credential authorizing teaching of mentally retarded students, three years experience teaching the mentally retarded, knowledge of, or experience in industrial arts or vocational training programs preferred, knowledge of or experience in curricular development preferred.

Work Year — Teacher year

Salary — Teachers salary plus $525 Resource Teacher stipend

Functions and Duties

Major Goal: To help organize and maintain a Demonstration Learning Center for 7th and 8th grade EMR and transitional EMR students in Modesto City Schools.

Terminal Performance Objectives: To function as the head teacher in the Demonstration Center by organizing student and staff use of the center, coordinating the functions of two instructional aides, develop and conduct a building maintenance procedure in the demonstration center, secure instructional supplies and teach one group of each class in attendance within the center during the school year.

Interim Objectives:

1.0 Teaches one segment of each group of EMR students who attend the program center.

2.0 Secures materials and supplies in accordance with district procedures as needed for instructional purposes. Uses selected forms for supply acquisition.

3.0 Organizes building maintenance schedules and procedures so the building is presentably clean and orderly at the end of each day and week. A quarterly cleaning routine shall also be organized.

4.0 Schedules students/staff - arranges intra-district transportation for students attending the program center.

5.0 Collects/collates teaching plans each 8 week session. These plans to be collated during the week long inter-sessions for distribution to potential visitors.

6.0 Assists Project Director in conducting on-site tours of the Project Center.

7.0 Maintains Demonstration Center records.

Organizational Details

1. What is the period of time covered by your report?
2. How much of the entire program does this cover?
3. Where were program activities located?
4. What special physical arrangements were used in these locations?
5. What provisions, if any, were made for periodic review of the program?
6. What important decisions were made on the basis of such reviews?
7. What provisions, if any, were made for inservice training?

This report covers the period from July 1, 1972, to June 30, 1973; and, this is the entire period of the program. The dissemination activities were conducted within California from Eureka, in the North, to San Diego, in the South. Some awareness activities were conducted in New York State, Hawaii, and selected places in between. A Demonstration Center for on-site viewing was conducted in Modesto from September 1, 1972, to June 15, 1973. The Demonstration Center was a specially designed building operated at the City School expense.

The dissemination activities were reviewed with the State Department of Education in December, 1972, and again in February, 1973. Specific and selected techniques for selecting potential adapting districts were refined at these sessions. No provisions were made for in-service training of future dissemination projects or staffs.

Activities or Services

1. What were the main activities (or services) in the program?
2. How were these activities (or services) related to specified program objectives?
3. What methods were used in carrying out each activity (or service)?
4. What was a typical day's or week's schedule of activities for the children (or others) who received the program?
5. How were pupils grouped for the various program activities?
6. What were teacher-pupil ratios (or aid-pupil, or adult-pupil, and so on) in each of these groupings?
7. How did pupils (or others) receive feedback on their individual daily progress?
8. How did parents receive feedback on their child's progress?
9. What amounts and kinds of practice, review, and quiz activities were provided for pupils (or others) in the program?
10. What special provisions were made for motivating pupils (or others)?
11. If a comparison group was used, what were important differences in the activities and methods used in this group and the activities and methods used with the program group?

The dissemination activities provided four major services:

1. Awareness
2. Visitations to Demonstration Center
3. Staff Training
4. Technical Assistance

Awareness was implemented using an information brochure, a slide/tape presentation at education conferences and at selected school district sites, and a mailing of an information letter regarding the project to all public school districts and State colleges with Special Education programs.

A Demonstration Center was maintained on one junior high school campus of Modesto City Schools to serve as a visible example of the Curriculum Model in operation. This on-site Demonstration Center was visited by potential adaptors of the Curriculum Model as a means towards securing ideas for their own programs.

Staff training was provided using the slide/tape presentation, the Curriculum Model, and overhead projections and related worksheets. The main thrust of the training was in aiding teachers and administrators in the development of student performance objectives. This, in turn, was translated into program development.

Technical assistance included re-designing classroom space, assisting with staff and student scheduling, helping in the presentations to school boards and superintendents' councils and recruiting of auxilliary staff assistants. During May and June, 1973, a follow-up monitoring of the adapting districts was performed as a part of the technical assistance. Raw materials developed by teachers in the original experimental program were shared with these adaptors also as part of technical assistance.

Instructional Equipment and Materials

1. Were special materials developed or adapted for the program? How and by whom?
2. What other major items of equipment and materials did the program require? In what amounts?
3. How were key aids and materials used in connection with the various program activities?
4. If a comparison is being made between program and nonprogram persons, were there important differences between these groups in kinds and amounts of materials provided, or in methods of use?

A special slide/tape presentation was developed for the dissemination project. State Department of Education Consultant, Mr. Donale Kelly, produced the presentation. This required, then, the purchase of a specially constructed trunk to house a slide/tape player. This was essentially the only equipment purchased with Title III funds this year. The bukl of the materials purchased were for Staff Training and Technical Assistance activities which included office supplies, overhead transparencies, etc.

Parent-Community Involvement

1. What role, if any, did parents have in the program?
2. Were meetings held with parents? Why? How often?
3. What role, if any, did various community groups have in the program?
4. How was the community kept informed?
5. If problems with parents or the community affected the program, what steps, if any, were taken to remedy the situation?

Five of the 44 awareness presentations were conducted for non-professional groups of parents and citizens. There were also non-staff participants in at least four more presentations. Parents from outside the local area were visitors to the Demonstration Center during the year. Six visitors were members of boards of education. No additional community participation took place in the dissemination activities.

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Budget

1. From what sources were program funds obtained?
2. What was the total cost of the program?
3. What period of time was covered by these funds?
4. What is the per pupil cost of the program? What was the formula for computing this figure?
5. How does the per pupil cost of the program compare with the normal per pupil cost of the schools in the program?
6. Where can the reader get more detailed budget information?
7. Of the total cost of the program, give rough dollar estimates of developmental costs, implementation costs and operational costs.
8. Give the costs for the entire project period by budget categories (i.e., professional salaries, contracted services, etc.).

The total cost of the 1972-73 program was $62,500. Of this, $41,778 was provided by Title III funding. The remaining costs were met through regular Special Education funds in the Modesto City School budget. The total per pupil cost of the program, which includes both the dissemination activities and the operation of the program, was $578.70. The program operation cost per pupil along was $191.87. There were no additional developmental or implementation costs.

Special Factors

For use of potential adopters of the program:

1. What modifications of the program are possible?
2. What are the suggested steps in adopting this program?
3. What are some things others should avoid in adopting this program?
4. Can the program be phased in, beginning on a small scale? How?
5. Can parts of the program be adopted without taking the whole program? What parts?

The original Curriculum Model was developed using a specially constructed laboratory setting which was placed on a regular school campus. Students were then scheduled into this building at specific times during each day and week. At the end of their time in the Center, they return to their usual Special Education class.

There are many possibilities in adapting this format to other schools and districts. The most viable plan is one which uses existing school facilities to implement the curriculum plan developed by the Modesto City Schools staff. Student objectives may remain the same, but it is relatively easy to alter the activities, which allow students to achieve the objectives, in order to meet existing physical limitations or constraints.

The format of the Curriculum Model contains a built-in flexible component which provides adapting staffs to set the standards as they determine educationally realistic. This in no way diminishes the value of the Model or constricts the academic freedom of adapting staffs.

Dissemination

Discuss how project information was disseminated during the past budget period.

1. Provide an estimate of the number of unsolicited requests for information from both within and outside the project area.

2. List the number of visitors from outside the project area.

3. Provide the cost of dissemination during the last budget period.

4. Provide the total cost of dissemination including prior budget periods (if possible).

The dissemination activities provided four major services:

1. Awareness
2. Visitations to Demonstration Center
3. Staff Training
4. Technical Assistance

Awareness was implemented using an information brochure, a slide/tape presentation at education conferences and at selected school district sites, and a mailing of an information letter regarding the project to all public school districts and State colleges with Special Education programs.

A Demonstration Center was maintained on one junior high school campus of Modesto City Schools to serve as a visible example of the Curriculum Model in operation. This on-site Demonstration Center was visited by potential adaptors of the Curriculum Model as a means towards securing ideas for their own programs.

Staff Training was provided using the slide/tape presentation, the Curriculum Model, and overhead projections and related worksheets. The main thrust of the training was in aiding teachers and administrators in the development of student performance objectives. This, in turn, was translated into program development.

Technical assistance included re-designing classroom space, assisting with staff and student scheduling, helping in the presentations to school boards and superintendents' councils and recruiting of auxilliary staff assistants. During May and June, 1973, a follow-up monitoring of the adapting districts was performed as a part of the technical assistance. Raw materials developed by teachers in the original experimental program were shared with these adaptors also as part of technical assistance.

Dissemination
(Continued)

FINAL DISSEMINATION REPORT

June 30

Total requests		305
Books only		165
Awareness Presentations		49
# of Participants		403
On-site (Project Center) visits		19
# of Visitors		72
Staff Training		7
# of Participants		77
Technical Assistance & Monitoring		5
# of Participants		20
Adoptions:	School Districts	14
	Colleges, Universities	2
Adaptions:	School Districts	13
	# of Pupils Involved	598
	Colleges, Universities	2

The total cost for dissemination in the 1972-73 budget year was $41,778. There were no dissemination costs in prior years; therefore, this fugure represents the total cost of dissemination.

EVALUATION NARRATIVE

Choosing Participants

1. How were the children and the adults in the program chosen?
2. How was a comparison group (if any) chosen?
3. Were participants in the program involved in other programs?
4. How many participants left the program?
5. Which participants left?
6. Were participants added to the program to replace dropouts?
7. Were there many participants who did not receive the program often because of poor attendance?
8. Did participants attend voluntarily?
9. Was the evaluation group only a portion of the program group?

After an initial awareness presentation, participating schools or districts were requested to complete an evaluation survey. On the basis of this survey, another contact (phone or letter) was made. At this meeting, questions were designed to determine if adaption (or adoption) was feasible, probable, or desired. A total of 16 schools, LEAs, or colleges indicated an interest in the concept of pre-vocational education for E.M.R. students. Fifteen schools, LEAs, or colleges indicated a modification of the model program would be implemented between February, 1973, and September, 1973. This represents 62 staff personnel and 598 students who will be involved.

Describing Participants

1. Which participants received the program?
2. How many participants received the program?
3. What are the ages or grade levels of pupils in the program?
4. Did the program serve ~~many more~~ boys than girls, or vice versa?
5. What achievement scores were available before the program with which to describe the program group?
6. Are there other special characteristics you should mention in describing the program group?

The awareness presentations were attended by school staffs representing college, junior college, high school, junior high school, and elementary school levels of instruction. Superintendents, Board members, Curriculum Directors, Special Education Directors, Supervisors, Counselors, psychologists, parents, and community people were among the audiences.

The staffs of adopting/adapting districts represent students from upper elementary (grade 6) through college/university levels. There are five junior high school adaptions, six high school adaptions, one junior college adaption, and three college/university level adaption. There are three elementary school level adopters, six junior high school adopters, five high school adopters, and two college/university level adopting agencies. In all cases, the adopting/adapting groups deal with handicapped children.

Measuring Changes

1. What measures were applied to find out whether the program's aims were achieved?
2. How were the measures matched to the objectives?
3. How were the measures matched to the pupils' capabilities?
4. Were observers specially trained?
5. How much time elapsed between testings?

Travel records, visitation logs, adaptor responses to questionnaires, and on-site monitoring reports were used to determine the degree to which the project objectives were achieved. The "Report of Adoption/Adaption Activities" is attached to this report as Appendix A. This document contains a summary of the adoption/adaption results.

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Presenting Data

1. What data were obtained from the measures applied?
2. What measures of central tendency were used?
3. What measures of dispersion were used?
4. Include graphs and/or tables which present data more clearly.

The "Report of Adoption/Adaption Activities" Appendix A contains this data.

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Analyzing Data

1. What analyses were undertaken of the data?
2. What was the basis for judging the progress of the program group?
3. What comparisons were drawn for subsamples?
4. What evidence is there that those who attended more gained more from the program?

The "Report of Adoption/Adaption Activities", Appendix A, contains this date.

Interim Objectives and Findings

1. What were the interim objectives of the program?
2. State the findings in ordinary language for each objective.
3. Indicate clearly success or failure for each objective.
4. Can the findings be generalized, or are they applicable only to the group served by the program?
5. What were the causative factors for unmet objectives?
6. What are the other important findings which were not anticipated?

The project contained five interim objectives:

1.0 Conduct statewide dissemination activities at the awareness level

2.0 Operate a Demonstration Model Center for at least fifteen visitations of one to eight people each

3.0 Select potential adopting/adapting school districts for staff training who meet at least two of the selected criteria

4.0 Conduct staff training seminars for at least six potential adapting schools or districts

5.0 Provide technical assistance for program implementation to at least four potential adopting/adapting schools or school districts

Results of 1.0 - Statewide Awareness

Forty-nine awareness level presentations were made during the project year. Four hundred and three professional, para-professional, and community people attended the presentations. All school districts in California with 1300 or more ADA received an information brochure describing the project activities for the year.

2.0 - Model Center

A model Demonstration Center operated during the project year which provided on-site visits by prospective, adapting schools or districts. Nineteen different visiting teams came to the Center directly representing 32 school districts and indirectly representing (via county personnel visits) 228 school districts.

3.0 - Selection for Staff Training

Selection of potential adapting/adopting school district for staff training was done on a request basis generating from the potential districts.

4.0 - Conduct Staff Training

Two staff training sessions were conducted under the auspices of state college or state university programs, and five additional sessions were held for a total of seven training sessions. These took a minimum of four hours and a maximum of 12 hours. Thirty-nine different school districts were represented by personnel participating in the training programs.

5.0 - Technical Assistance

Five school districts received assistance in implementing or operating a pre-vocational program. This covered monitoring of currently operating programs as well as 1973-74 program development.

Project Objectives and Findings

1. What were the project objectives of the program?
2. State the findings in ordinary language for each objective.
3. Indicate clearly success or failure for each objective.
4. Can the findings be generalized, or are they applicable only to the group served by the program?
5. What were the causative factors for unmet objectives?
6. What are the other important findings which were not anticipated?

The project objective was to encourage the adoption/adaption of the Pre-vocational Education Project in a minimum of eight school settings (districts or schools) in the State of California. A total of 16 different schools or districts have adopted the concept of pre-vocational education for E.M.R. or E.H. students. An additional fifteen schools or districts have developed and are already, or will during 1973-74 school year, operating an adaption of the model program. Included in this latter group, is a locally expanded program in the Modesto High School district. The original Title III program has served as the visible demonstration of the curriculum change effected at the junior high school level. The influence upon the high school staff created by the incoming junior high school students has resulted in an adaption of the junior high school program. The high school program will be a four-campus, coordinated curriculum for E.M.R. students. The Curriculum Model developed under Title III funding will serve as the model for the high school adaption.

PROJECT NUMBER 1 3 0 3

SUMMARY OF PROGRAM ELEMENTS

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By type indicated in column (1), briefly record program elements in column (2) and (4), which characterize the programs

Type of Program Element (examples follow each) (1)	The Regular Program (for the prior year or comparison group) (2)	The Project's Program Type* (3)	The Project's Program Program elements used (4)	State Use (5)
1. Staffing and their Deployment Indicate regular and support personnel, by grade level and school.	7th-8th grade EMR teachers taught 6 period day - self-contained class of EMR students. No aides in the program.	2	Two aides were located in a Project Center (laboratory setting) with one Resource Teacher. EMR teachers came into Center and taught ½ of their students, with one aide, 3 times each week for 2 hours per day. The Resource Teacher taught the other half of the teacher's group.	
2. Learning materials Basic textbooks, supplementing materials (project or commercially prepared), and special equipment.	Teachers used basic texts, supplimentary texts, and work-books in an academic program with 7th-8th grade EMR students.	1	The Project Center contained equipment and supplies to enable students to acquire hands-on experience with vocationally oriented materials.	
3. Instructional methodology Procedures for instruction; i.e., use of grouping, learning stations, individual contracts, pull out labs, and peer teaching.	7th-8th grade EMR students were housed in a self-contained classroom and primarily did academic work alone or in achievement groups. There were little, if any, pull-out programs or learning stations.	1	The organization of the Project Center was along a learning-stations model. The students were pulled out (along with their teacher) for instruction in a pre-vocational core program.	

*Explain the use of the project elements described in column 4; insert a (1) if they replace those for the regular program, or a (2) if they are a modification or addition to it.

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PROJECT NUMBER 1 3 0 3

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SUMMARY OF PROGRAM ELEMENTS

By type indicated in column (1), briefly record program elements in column (2) and (4), which characterize the programs

Type of Program Element (examples follow each) (1)	The Regular Program (for the prior year or comparison group) (2)	The Project's Program Type* (3)	The Project's Program Program elements used (4)	State Use (5)
4. Procedures for Individualizing Instruction Periodic assignment of participants to learning experiences (based on staff judgement, pupil test scores, diagnostic profiles, pupil selection).	There was some individualized instruction within the self-contained EMR classroom. This was based primarily on staff judgment.	2	Within the Project Center, the learning was organized so that individualization of instruction was mandatory. Staff judgment was a major factor in determining whether students achieved the performance objectives. Pupils did, however, select the areas of instruction as 8th graders	
5. Staff Development Inservice experiences for improving skills and knowledge.	None on a district-wide basis for the entire staff.	1	Each staff member participated in developing the material within the Curriculum Model. They were paid Curriculum Development salaries to perform this function. Periodic (each 8weeks) meetings were held during the school years for demonstrations and problem solving.	
6. Auxiliary Services Library, health, pupil personnel services, and parent involvement.	Parent involvement was relegated to 2 nights per year and an occasional room party.	1	Parents were systematically invited into the Project Center to participate in the program as guests or guest instructors.	
7. Other	N/A	1	N/A	

*Explain the use of the project elements described in column 4; insert a (1) if they replace those for the regular program or a (2) if they are a modification or addition to it.

END OF BUDGET PERIOD REPORT

and

FINAL PROJECT REPORT

ESEA TITLE III

APPENDIX A

1972-73 ADOPTION/ADAPTION ACTIVITIES

1972-73 ADOPTION/ADAPTION ACTIVITIES:

Pre-Vocational Occupation Education Project
(Project Title)

having indicated they adopted the Pre-vocational concept and intend to implement a modified adaption during the 1973-74 school year. Extent of adaption is unknown at this time.

DISTRICT:
(List Schools and Contact Person)

ADOPTION = AO*
ADAPTION = AA
UNCERTAIN = X
NO = O

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Dist #	Component	1	2	3	4	5	6	7	8
1	Alum Rock Union Elementary District								
	Joseph George Middle School - Mike Sklar		AA		AA	AA	AA		AO
2	Arcata Union High School District								
	McKinleyville High School - John Japorte Ron Rose	AA	AA		AA	AA	AA		
3	Ceres Unified School District								
	Ceres High School - Helen Rose		AA		AA			AO	
4	Cerritos College - A.A. Spetrino	AA			AA	AA	AA	AA	
5	Chico Unified School District - Milt Boyer							AO	AO
6	Coalinga Joint Unified School District								
	Coalinga High School - Elna Callow		AA		AA	AA	AA	AA	
7	Columbia University - Madeline Willner							AA	AO
8	Costa Mesa Unified - R. K. Therist							AA	AO
9	Fresno State College - Dr. Gordon Johnson							AO	
10	Fresno Unified School District - Don Code							AO	AA
11	Glenn County Schools - Marjorie Jensen							AO	AO
12	Hacienda-LaPuente Unified School District			AA	AA			AA	AA
	Hudson Elementary - Bill Sandison								
	Willow Junior High School - Bill Sandison								
13	Hessen District - Mahlon Porter		AA	AA	AA	AA		AA	AO
14	Laguna Salada Union Elementary - Harvey Barnett							AO	AO
15	Manteca Unified School District - John Olsen								AO
16	Modesto High School District								
	Beyer High School - John Stapp	AA	AA			AA		AA	
	Davis High School - Harry Hall						AA	AA	
	Downey High School - Herman Krum	AA	AA		AA			AA	
	Modesto High School - Bill Han		AA		AA			AA	
17	Mojave Unified School District - Byron Westlake							AO	AO
18	Morongo Unified - Al Gilbert							AO	AA
19	Pomona Unified School District							AA	AO
	Pomona High School - Rubylee Gracy	AA							
	Marshall Junior High School - Rubylee Gracy	AA							
	Garey High School - Rubylee Gracy	AA				AA			
	Ganesha High School - Rubylee Gracy	AA	AA		AA				
20	Potsdam High School District - Walter Piel								AO

12	Hacienda-La Puente Unified School District			AA	AA			AA	AA
	Hudson Elementary - Bill Sandison								
	Willow Junior High School - Bill Sandison								
13	Hessen District - Mahlon Porter		AA	AA	AA	AA		AA	AO
14	Laguna Salada Union Elementary - Harvey Barnett							AO	AO
15	Manteca Unified School District - John Olsen								AO
16	Modesto High School District								
	Beyer High School - John Stapp	AA	AA			AA		AA	
	Davis High School - Harry Hall						AA	AA	
	Downey High School - Herman Krum	AA	AA		AA			AA	
	Modesto High School - Bill Han		AA		AA			AA	
17	Mojave Unified School District - Byron Westlake							AO	AO
18	Morongo Unified - Al Gilbert							AO	AA
19	Pomona Unified School District							AA	AO
	Pomona High School - Rubylee Gracy	AA							
	Marshall Junior High School - Rubylee Gracy	AA							
	Garey High School - Rubylee Gracy	AA				AA			
	Ganesha High School - Rubylee Gracy	AA	AA		AA				
20	Potsdam High School District - Walter Piel								AO
21	Sacramento City Unified School District								AO
	Newton Booth Elementary - Dick Wallinder								
22	San Jose Unified - Dennis Mann							AA	AO
23	San Leandro Unified School District							AA	AO
	John Muir Junior High School -Nancy Maberry		AA	AA	AA	AA			AO
	Bancroft Junior High School - Pat Fortine				AA	AA			AO
24	Santa Ana Unified School District								
	Lathrop Junior High School - Jerry Robinson	AA	AA	AA	AA				AA
	Smedley Junior High School - Darlene Bordeaux	AA	AA	AA	AA				AA
25	Simi Valley Unified - Stan Norton								AO
26	Soulsbyville Elementary - Corrine Hallen								AO
27	Stanislaus Union Elementary - Gerry Millhollan								AO
28	Turlock Joint Union High School								
	Turlock High School - John Smith				AA	AA		AA	AA
29	Western Placer Unified - Evan Berg								AO

	1.0						2.0	3.0		4.0		5.0			
	INITIAL AWARENESS			SECONDARY AWARENESS				VISIT/DEMONSTRATION		STAFF TRAINING		TECHNICAL ASSISTANCE FOR IMPLEMENTATION			
Dist #	ACSA/EXPO	DISTRICT MAILING	OTHER Meetings, Telephone etc	DATE	A - Admin. T - Teachers S - Students P - Parents	NUMBER OF PEOPLE	MATERIALS SENT: NO. OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	MONITOR (Date)	WORK WITH: A-Admin. T - Teachers S - Students P - Parents	NUMBER OF PEOPLE	DATE
1	X		X		AT	15		5-9	3						
2	X		X	4-23	AT	2		4-23	2			6-11	AT	2	6-21
3			X	3-9	ATSP	24				3-10	21				
4			X	2-27	AT	5						5-30	A	1	
5															
6			X	4-5	T	8				4-7	8				
7			X												
8			X												
9			X	12-6	ATS	65									
10			X	3-26	ATS										
11			X												
12	X		X	11-17	AT	5				3-7	4	5-25	ATP	5	5-25
13			X												
14	X														
15			X	2-28	AT	8		2-28	8						
16			X												
17	X							3-5							
18	X														
19	X		X	1-17	AT	13				2-21	10	5-30			4-25
20															
21															
22	X		X	3-15	AT	2		3-15	2						
23				4-12	ATP							6-4	AT		
												6-4	ATS		
24	X		X	3-19	AT	25		2-19	4						
								4-6							
25			X							1-25	10				
26			X	2-21	AT	1				2-21	1				
27	X		X		AT			3-21	1						
28				1-29	AT	6		1-29	6						
29	X			11-15	AT	8		11-15	8						

7			X												
8			X												
9			X	12-6	ATS	65									
10			X	3-26	ATS										
11			X												
12	X		X	11-17	AT	5				3-7	4	5-25	ATP	5	5-25
13			X												
14	X														
15			X	2-28	AT	8		2-28	8						
16			X												
17	X							3-5							
18	X														
19	X		X	1-17	AT	13				2-21	10	5-30			4-25
20															
21															
22	X		X	3-15	AT	2		3-15	2						
23				4-12	ATP							6-4	AT		
												6-4	ATS		
24	X		X	3-19	AT	25		2-19	4						
								4-6							
25			X							1-25	10				
26			X	2-21	AT	1				2-21	1				
27	X		X		AT			3-21	1						
28				1-29	AT	6		1-29	6						
29	X			11-15	AT	8		11-15	8						

OF DIFFERENT DOCUMENTS	VISIT/DEMONSTRATION		STAFF TRAINING		TECHNICAL ASSISTANCE FOR IMPLEMENTATION				PRODUCER SCHOOL				CONSUMER SCHOOL		
	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	MONITOR (Date)	WORK WITH: A-Admin. T - Teachers S - Students P - Parents	NUMBER OF PEOPLE	DATE	PROFESSIONAL STAFF TIME	TRAVEL TIME	TRAVEL COST	TOTAL COST	FUNDS EXPENDED	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED
	5-9	3							61	3.5	22	83	280	18	72
	4-23	2			6-11	AT	2	6-21	154	14.0	203	357	5650	5	34
			3-10	21									370	2	18
					5-30	A	1		132	7.0	80	212	28500	3	90
			4-7	8					77	4.0	70	147	575	1	18
									89	6.0	141	230	1550	2	
			3-7	4	5-25	ATP	5	5-25	55	15.0	190	245	1395	3	36
									-0-	-0-	-0-	-0-	3800	10	110
	2-28	8							178	-0-	-0-	178	15500	11	190
	3-5														
			2-21	10	5-30			4-25	77	18.0	294	371	1515	8	72
														1	18
	3-15	2							55	-0-	-0-	55	85		
					6-4	AT			66	6.0	132	68	1400	4	36
					6-4	ATS			66	6.0	132	68	1350	2	15
	2-19	4							88	9.5	106	186	3275	8	65
	4-6														
			1-25	10					77	7.0	82	169	320	10	72
			2-21	1											
	3-21	1							50	-0-	-0-	50			
	1-29	6													
	11-15	8							44	-0-	-0-	44			

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			3-10	21										370	2	18
					5-30	A	1		132	7.0	80	212	28500	3	90
			4-7	8					77	4.0	70	147	575	1	18
									89	6.0	141	230	1550	2	
			3-7	4	5-25	ATP	5	5-25	55	15.0	190	245	1395	3	36
									-0-	-0-	-0-	-0-	3800	10	110
	2-28	8							178	-0-	-0-	178	15500	11	190
	3-5														
			2-21	10	5-30			4-25	77	18.0	294	371	1515	8	72
														1	18
	3-15	2							55	-0-	-0-	55	85		
					6-4	AT			66	6.0	132	68	1400	4	36
					6-4	ATS			66	6.0	132	68	1350	2	15
	2-19	4							88	9.5	106	186	3275	8	65
	4-6														
			1-25	10					77	7.0	82	169	320	10	72
			2-21	1											
	3-21	1							50	-0-	-0-	50			
	1-29	6													
	11-15	8							44	-0-	-0-	44			

1972-73 ADOPTION/ADAPTION ACTIVITIES:

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Pre-vocational Occupation Education Project (Continued)
(Project Title)

Dist #	DISTRICT: (List Schools and Contact Person)	ADOPTION = AO* ADAPTION = AA UNCERTAIN = X NO = O							
		0.0							
	Component	1	2	3	4	5	6	7	8
30	Butte County Schools - John Foster								X
31	California State Vocational Rehabilitation								X
32	Carmel Unified - L. Alderson								O
33	Stanislaus Union - Stan Little								X
34	Hayward Unified - Robert Tong								X
35	Humboldt County Schools - Ron Rose								X
36	Long Beach State College - Charles Kokaska								X
37	Los Angeles County Schools - Robert Soltys								X
38	Los Angeles Unified - John Olinski								O
39	Napa Valley Unified - Wesley St. John								X
40	Pajaro Valley Joint Unified - Ubaldo Archuleta								X
41	Reedley								X
42	Rowland Unified - Bert Leach								X
43	Salinas Union High School - Delfino Torres								O
44	San Francisco City Unified - Jane Criner								X
45	San Joaquin County Schools - Charles Jones								X
46	Sonoma State College - Brian Sheres								X
47	Stanislaus State College - Lorna Swain								X
48	John Swett Unified - Mary Maton								X
49	Hawaii, State of - Hatsuko Kawhara								X
50	Porterville Public Schools - Harold Gluth								X

Dist #		0.0							
	Component	1	2	3	4	5	6	7	8
30	Butte County Schools - John Foster								X
31	California State Vocational Rehabilitation								X
32	Carmel Unified - L. Alderson								O
33	Stanislaus Union - Stan Little								X
34	Hayward Unified - Robert Tong								X
35	Humboldt County Schools - Ron Rose								X
36	Long Beach State College - Charles Kokaska								X
37	Los Angeles County Schools - Robert Soltys								X
38	Los Angeles Unified - John Olinski								O
39	Napa Valley Unified - Wesley St. John								X
40	Pajaro Valley Joint Unified - Ubaldo Archuleta								X
41	Reedley								X
42	Rowland Unified - Bert Leach								X
43	Salinas Union High School - Delfino Torres								O
44	San Francisco City Unified - Jane Criner								X
45	San Joaquin County Schools - Charles Jones								X
46	Sonoma State College - Brian Sheres								X
47	Stanislaus State College - Lorna Swain								X
48	John Swett Unified - Mary Maton								X
49	Hawaii, State of - Hatsuko Kawhara								X
50	Porterville Public Schools - Harold Gluth								X

	1.0						2.0	3.0		4.0		5.0			
	INITIAL AWARENESS			SECONDARY AWARENESS				VISIT/DEMONSTRATION		STAFF TRAINING		TECHNICAL ASSISTANCE FOR IMPLEMENTATION			
Dist #	ACSA/EXPO	DISTRICT MAILING	OTHER Mailings, Telephone etc	DATE	A - Admin. T - Teachers S - Students P - Parents	NUMBER OF PEOPLE	MATERIALS SENT: NO. OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	MONITOR (Date)	WORK WITH: A-Admin. T - Teachers S - Students P - Parents	NUMBER OF PEOPLE	DATE
30	X		X		AT	5	4 (4)	11-17	5						
31			X	4-10	A	31	4 (5)								
32			X	2-2	T	2	3								
33			X												
34	X			1-24	AT	3	4 (3)	2-28	10						
35	X		X	5-1	AT	2	4 (2)	5-1	2						
36															
37	X			5-9	A	18	4 (2)								
38							3 (4)								
39				5-22	AT	3	4 (2)	5-22	3						
40	X		X	3-8	AT	4	4 (3)	3-8	4						
41										4-7	5				
42							4 (4)								
43				12-15	AT	5	4 (3)	12-15	5						
44							3								
45				3-20	AT	10	4 (4)	3-20	8						
46			X	2-13 3-22	TS	63	4 (2)								
47			X				4 (2)			5-9	18				
48			X	1-31	T	2.	4 (2)	1-31	2						

34	X			1-24	AT	3	4 (3)	2-28	10					
35	X		X	5-1	AT	2	4 (2)	5-1	2					
36														
37	X			5-9	A	18	4 (2)							
38							3 (4)							
39				5-22	AT	3	4 (2)	5-22	3					
40	X		X	3-8	AT	4	4 (3)	3-8	4					
41										4-7	5			
42							4 (4)							
43				12-15	AT	5	4 (3)	12-15	5					
44							3							
45				3-20	AT	10	4 (4)	3-20	8					
46			X	2-13 3-22	TS	63	4 (2)							
47			X				4 (2)			5-9	18			
48			X	1-31	T	2.	4 (2)	1-31	2					

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2.0	4.0	5.0

VISIT/DEMONSTRATION		STAFF TRAINING		TECHNICAL ASSISTANCE FOR IMPLEMENTATION				PRODUCER SCHOOL				CONSUMER SCHOOL		
DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	MONITOR (Date)	WORK WITH: A-Admin. T - Teachers S - Students P - Parents	NUMBER OF PEOPLE	DATE	PROFESSIONAL STAFF TIME	TRAVEL TIME	TRAVEL COST	TOTAL COST	FUNDS EXPENDED	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED
11-17	5							44	-0-	-0-	44			
								22	6.0	41	63			
								22	6.0	41	63			
2-28	10							33	-0-	-0-	33			
5-1	2							27	-0-	-0-	27			
								44	-0-	-0-	44			
								27	4.0	42	69			
								44	6.0	40	84			
5-22	3							44	6.0	44	88			
3-8	4							44	-0-	-0-	44			
		4-7	5					38	-0-	-0-	38			
								110	6.0	26	136			
12-15	5							22	6.0	67	89			
								33	-0-	-0-	33			
3-20	8							17	3.0	22	39			
								44	-0-	-0-	44			
								66	6.0	66	132			
		5-9	18											
1-31	2							110	3.0	6	116			
								44	-0-	-0-	44			

2-28	10			33	-0-	-0-	33
5-1	2			27	-0-	-0-	27
				44	-0-	-0-	44
				27	4.0	42	69
				44	6.0	40	84
5-22	3			44	6.0	44	88
3-8	4			44	-0-	-0-	44
		4-7	5	38	-0-	-0-	38
				110	6.0	26	136
12-15	5			22	6.0	67	89
				33	-0-	-0-	33
3-20	8			17	3.0	22	39
				44	-0-	-0-	44
				66	6.0	66	132
		5-9	18				
1-31	2			110	3.0	6	116
				44	-0-	-0-	44

APPENDIX B

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BERT C. CORONA
Superintendent

ERNEST R. GOWDY
Assistant Superintendent
Curriculum & Instruction

RICHARD B EATON
Assistant Superintendent
Business Services

JOHN P. WILSON
Director Administrative Services

Modesto City Schools

Special Education
E.S.E.A. Title III
426 LOCUST STREET
MODESTO, CALIFORNIA 95350

BOARD MEMBERS

MRS. HARRIETTE KIRSCHEN, President

MR. ROBERT C. BIENVENU, Vice-President

MRS. JEAN J. KNOLES

MR. E. W. ROSE

MR. DONALD B. CANTWELL

During October and early November, ACSA, in cooperation with the State Department of Education, sponsored a number of road shows called ACSA/EXPO. The intent was to showcase ten innovative ESEA, Title III projects. Six of these projects deal in some ways with special education children.

We recognize the reality of the pressures generated by the opening of a new school year, and the additional responsibilities laid on via new legislative developments. Possibly you would have liked to attend one of the presentations but found it impossible to arrange. We think the meetings were a good vehicle for explaining the kinds of experimental ideas that have been field tested for three years under Title III funding. Although you and/or your staff could not attend, we still think you might find the information worthwhile. We are enclosing an information brochure to give you some idea of what each project is about. If any of the programs sound as though they might help you with an educational need in your community, you are encouraged to contact the Project Director whose name appears on the brochure.

The Project Directors and their programs are funded to do four things:

- Provide information to you, your staff, and your school boards regarding the project
- Provide staff training workshops to aid in adapting the project concepts
- Provide visitations (if applicable) to a working Demonstration Center for you, your staff, etc.
- Help with actual, on-site program adaptions should you ultimately decide to try a small, experimental program in your district

Please contact us if you would like more information regarding our programs or our services.

Sincerely,

Larry R. Belkin, Fountain Valley
Jane Criner, San Francisco
Jerrold Frye, Modesto
Gerald F. Lamb, San Diego
Arlys Loew, Eureka
Dale Thorsted, Redding

JF:tlm

Enclosures

ERT C. CORONA
Superintendent
ERNEST K. GOWDY
Assistant Superintendent
Curriculum & Instruction
RICHARD B. EATON
Assistant Superintendent
Business Services
JOHN P. WILSON
Director-Administrative Services

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Special Education
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We recognize the reality of the pressures generated by the opening of a new school year, and the additional responsibilities laid on via new legislative developments. Possibly you would have liked to attend one of the presentations but found it impossible to arrange. We think the meetings were a good vehicle for explaining the kinds of experimental ideas that have been field tested for three years under Title III funding. In the past, you did some valuable work in helping develop the Work Study Handbook for E.M.R. students in California. I think you may find our project relevant to the work you did on that publication and am enclosing an information brochure for you. If the program sounds as though it might be of some help in solving an educational need in your school or community, please contact me.

As a Project Director of a Title III program, the State Department has funded us to do four things:

- Provide information to you, your staff, and your school boards regarding the project
- Provide staff training workshops to aid in adapting the project concepts
- Provide visitations (if applicable) to a working Demonstration Center for you, your staff, etc.
- Help with actual, on-site program adaptions should you ultimately decide to try a small, experimental program in your district

Please don't hesitate to contact us if you would like any additional information regarding our program or services.

Sincerely,

Jerrold Frye
Project Coordinator

JF:tlm

On an Old Problem

Modesto Schools had a problem. In the transition from the middle school to the high school setting, some students were taking an almost fatalistic turn for the worse. Absenteeism, missed assignments, a host of disciplinary actions all testified to a failure of connection or articulation.

After three years of development, careful revision and specification, Modesto now has an answer to the problem; the EMR students who have graduated from the program show, by all indices, a marked upturn in school performance and attitude in high school.

These Educable Mentally Retarded (EMR) students seemed no longer able to profit from an exclusively academically oriented curriculum. The curriculum, instead of being addressed to their given potentialities, was based on attainments not realistically geared to their future high school concentrations – or to their adult occupational prospects. The special education staff saw the need, therefore, for an alternative curriculum which would provide the necessary language and computational skills as part of a natural but structured routine of prevocational occupational training.

The key to the program's success lies in its hands-on approach to a spectrum of first level prevocational skills; an approach structured for continual monitoring through specified performance objectives. What emerges is a curriculum model designed in terms of student performance. As distinct from the traditional question, "What am I going to teach my students today/this week/this month?", teachers using this curriculum model decide "My students will do this today...." And they will. And teachers can measure the success.

In each case, students become familiar with the tools, techniques, vocabulary and principles of the productive effort, and in all cases are rewarded with a palpable product or resulting situation. Staff, meanwhile, are able to compare the results with pre-estimated figures predicting the rate of achievement of interim objectives.

STRUCTURE AND RATIONALE

The curriculum model for prevocational occupational education provides students, over a two year period, with a sequence of experience areas. Each of these entails instruction in a specific range of related prevocational abilities, and ties in conventional classroom instruction in the necessary language and mathematical competencies. The areas include Food Service, Light Industry, Office and Clerical Skills, Auto Maintenance, Agriculture, Home Care, Personal Grooming and Child Care.

Modesto City Schools
Bert C. Corona, Superintendent

Prevocational Occupational Education
An ESEA Title III Incentive Grant
funded to stimulate and promote
local expansion and statewide
adoption/adaptation

...Some New Light

HANDS-ON LEARNING:

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COSTS

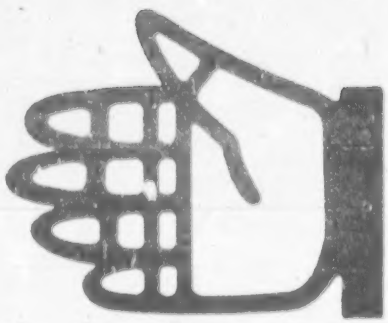
Modesto's program has been developed around an instructional center serving the middle school EMR students of the entire district. A modified relocatable building houses instructional activities ranging from food preparation to office work to home care to light industry, with auto maintenance and agriculture conducted immediately adjacent to the building. Facilities costs in implementing the program, therefore could be considered costs of modification and redistribution of existing property rather than construction of a highly specialized environment.

SERVICES TO INTERESTED DISTRICTS

Modesto City Schools will provide more detailed information on the program at no cost to interested districts. Some subsequent screening will be used to assure that limited funds and personnel are involved with districts exhibiting the likeliest potential of adapting or adopting the project.

Once a district has been identified as an adapter or adopter of the model, Modesto City Schools will host exploration sessions for its representatives, including inspection of the current program in Modesto, preliminary exploration on adapting the model to local conditions, and arrangements for follow-up consultation. Copies of the model itself and supporting information will be provided.

Do you need Specified Objectives, Measurable Results in your EMR Program?



Ask about our '72 Model

OTHER APPLICATIONS

Since the Modesto curriculum model is based on the observed relationships between students' proclivities and educational, social and occupational requirements, it may be used as the basis for programs which serve other groups as well.

Other handicapped students
Students in general prevocational
Students in special prevocational

The Modesto program now serves approximately 100 students at a special supply cost of about $.20 per student. Full-time staff comprises one certificated teacher and two classified aides.

Our district is interested in investigating the potential of a local adoption or adaptation of the Modesto City Schools Curriculum Model for Prevocational Occupational Education. Please send us further information.

Name of School District

Number of Students

Total EMR ADA

Mailing Address

City

Zip

Name & Title for Contact for Follow-up

Signature

Mail to

Modesto City Schools